

EXTENSIONS OF REMARKS

RECOGNIZING NATHAN RICHARD DUDA FOR ACHIEVING THE RANK OF EAGLE SCOUT

HON. SAM GRAVES

OF MISSOURI

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 28, 2006

Mr. GRAVES. Mr. Speaker, I proudly pause to recognize Nathan Richard Duda, a very special young man who has exemplified the finest qualities of citizenship and leadership by taking an active part in the Boy Scouts of America, Troop 98, and in earning the most prestigious award of Eagle Scout.

Nathan has been very active with his troop, participating in many scout activities. Over the many years Nathan has been involved with scouting, he has not only earned numerous merit badges, but also the respect of his family, peers, and community.

Mr. Speaker, I proudly ask you to join me in commending Nathan Richard Duda for his accomplishments with the Boy Scouts of America and for his efforts put forth in achieving the highest distinction of Eagle Scout.

HONORING THE LIFE OF
CORPORAL ANDY D. ANDERSON

HON. TOM DAVIS

OF VIRGINIA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 28, 2006

Mr. TOM DAVIS of Virginia. Mr. Speaker, I rise today to honor the life of Corporal Andy D. Anderson one of the true heroes of the conflict in Iraq, and to recognize his service to our Nation.

Corporal Anderson, a longtime resident of Falls Church, VA, graduated from J.E.B. Stuart High School in 2001. While at Stuart, he enjoyed a prolific athletic career. He was a leader of the football team and was among the leading scorers in the county in basketball. After a year of college, he followed in his father's footsteps and enlisted in the Army, in which he was assigned to the Army's B Company, 46th Engineer Battalion at Fort Rucker, AL.

Just a few weeks ago, Cpl. Anderson had been home to visit his family in Vienna, VA. He proposed to his high school sweetheart and impressed friends and relatives with his self-assurance.

Corporal Anderson was ambitious and selfless, hoping to make the Army a career. Tragically, on June 6, 2006, Cpl. Anderson gave his last full measure for our Nation, when he was killed by mortar fire in Ar Ramadi, Iraq.

Corporal Anderson is survived by his father, Harold Anderson, mother Xiomara Mena, and his brothers Rafael and Randall.

Words cannot express the gratitude we feel toward those who have made the ultimate sacrifice for our country. This is a debt that can never be repaid. I hope the family of Cpl.

Anderson, who are suffering in the wake of the loss, will take some solace in knowing that we will never forget Cpl. Anderson's sacrifice or the sacrifices made by other patriots like him in the defense of our Nation.

Mr. Speaker, I call upon my colleagues to remember in our minds and in our hearts the bravery and sacrifice of Cpl. Andy D. Anderson, as well as that of all the men and women of the armed services who honorably protect the American people.

INTRODUCTION OF THE NO CHILD LEFT BEHIND IMPROVEMENTS ACT OF 2006

HON. DON YOUNG

OF ALASKA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 28, 2006

Mr. YOUNG of Alaska. Mr. Speaker, I am pleased today to introduce the No Child Left Behind Improvements Act of 2006. This legislation will improve accountability for the academic performance of children enrolled in the nation's public schools. My bill builds on the major reforms of the No Child Left Behind (NCLB) Act of 2001 signed into law on January 8, 2002 and offers improvements that address many of the unintended consequences of the federal legislation while holding states and school districts accountable.

As a former teacher, I am committed to providing our nation's children with the best possible education. I firmly believe in the original goals of NCLB but I understand that a "one size fits all" approach to student achievement is not possible. Alaska is more than two times the size the state of Texas, yet only has a population of 660,000 compared to the 22.9 million residents of Texas. As you can see, providing education services in Alaska can be difficult as 190,000 Alaskan students are literally scattered over 572,000 square miles.

Alaska has approximately 500 public schools and they are organized into 53 school districts. These include 34 city and borough school districts and 19 Regional Educational Attendance Areas which serve students living in towns and villages in politically unorganized areas of rural Alaska.

Alaska schools vary greatly in size. High schools in Anchorage, the state's largest city, may serve more than 2,000 students. Schools in other urban areas such as Juneau, Fairbanks, the Kenai Peninsula, or the Matanuska-Susitna Valley may serve hundreds and are similar to schools in small cities in the rest of the United States. However, many schools in rural areas are small, some with 20 or fewer students at a variety of grade levels. They may be many miles from population centers and services, and accessible only by aircraft or boat. In remote villages, schools often serve as centers of community activity.

In addition to the geographic barriers, Alaska, like many other states is faced with cul-

tural obstacles. There are 20 different Alaska Native languages spoken in the state and during the 2004–2005 school year, students in the Anchorage School District spoke 95 different languages. Roughly 42 percent of students are from ethnic minority groups including Native Alaskan, Asian and Pacific Islander, Hispanic, and African American.

Alaska is not alone in having to face unique challenges as it struggles to educate its children. Each state in this country one has geographic, economic or cultural barriers that impede its schools from reaching a level of success as mandated by NCLB. My bill will establish an improved framework for accountability that fairly and accurately assesses student, school, and school district performance. As a result, states and local school districts will be able to more strategically use their resources to bring about meaningful and measurable results.

This legislation contains more than 40 provisions that focus on five areas: Assessments, Measuring Adequate Yearly Progress, Sanctions, State Flexibility by the U.S. Department of Education and Non-Public Schools. Specifically the bill provides the following:

Assessments. The bill offers greater flexibility to states in the use of alternate assessments for students with disabilities based on the individual education program (IEP) and authorizes states and school districts to count the scores in the calculation of AYP. The bill also offers states the flexibility to use alternate assessments for students who are not proficient in English. In both categories of students the assessment instruments must be valid and reliable in measuring the performance based on the specific needs of the student. The bill would also grant states the flexibility to assess students more than once within the full academic year, and to use the higher scores in calculating the performance of subgroups.

Measuring Adequate Yearly Progress. The bill would authorize states to expand their AYP measurement systems to include gain score approaches like value-added and give partial credit for meeting basic proficient targets. Additionally, states would be permitted greater flexibility in using alternate methods of measuring AYP as long as the ultimate goals of NCLB are achieved. Use of these specific flexibilities would require approval by the U.S. Department of Education. Further, the bill would authorize school districts and schools with diverse student populations to calculate AYP in a way that more accurately reflects subgroup and school performance.

Sanctions: Public School Choice and Supplemental Services. The bill would strengthen the use of sanctions by applying such sanctions only when AYP is not met by the "same group" for two or more consecutive years in the same subject on the same indicator rather than applying sanctions when different groups or different indicators are involved from year to year in that subject. Additionally, the bill offers greater flexibility to states and school districts in the sequence of offering supplemental services and public school choice. Finally, the bill

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Matter set in this typeface indicates words inserted or appended, rather than spoken, by a Member of the House on the floor.

requires more effective use of local funds by limiting the options of public school choice and supplemental services only to those students within the subgroup that failed to meet their AYP targets in the same subject for two or more years—not all the students in the school.

The bill would also remove restrictions from the current law that prohibit local school districts from providing supplemental services solely because the school district did not make AYP or is in improvement, corrective action, or restructuring status. However, the state would have to grant such authority to local school districts.

Restructuring. With respect to requiring schools or school districts to implement certain broad restructuring provisions, the total number of students not scoring proficient or above would have to exceed 35% of the enrollment, and Congress would be required to appropriate an increase for Title I of at least \$2.5 billion over the previous year, and appropriate at the authorized levels contained in the Individuals with Disabilities Education Improvement Act of 2004.

State Flexibility. The bill would grant authority to the Secretary of Education to (1) approve state accountability plans that vary from the federal framework to align with effective state accountability systems, (2) grant statutory and regulatory waivers that are unnecessarily burdensome or duplicative of state requirements, and (3) make public any approved amendments to state accountability plans. Further, the bill would require that any waivers of the state's plan approved by the Secretary would be available to any state on a case-by-case determination provided the state or agency meets any requirements issued by the Secretary applicable to such waivers.

Non-Public Schools. The bill authorizes students enrolled in non-public schools who receive Title I services to be given the same assessments as public school students; and gives states the option to withhold Title I support to the non-public schools if their Title I students do not make AYP and perform at lower levels than their counterparts in the area's public schools for three years or more.

I am pleased to be working with the National School Boards Association and am looking forward to pushing this important legislation through the House and Senate. Accordingly, I urge my colleagues to support the No Child Left Behind Improvements Act of 2006.

SENIOR INDEPENDENCE ACT OF 2006

SPEECH OF

HON. NYDIA M. VELÁZQUEZ

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 21, 2006

Ms. VELÁZQUEZ. Mr. Speaker, I rise in support of H.R. 5293, the "Senior Independence Act of 2006," reauthorizing the Older Americans Act. This is an important measure for our Nation's seniors in delivering nutrition services, supportive services, and caregiver services. I am particularly appreciative of the bipartisan manner in which this measure was crafted by Chairman TIBERI and Ranking Member HINOJOSA, and thank them specifically for improvements in the law which would help to target individuals with limited English proficiency.

Though the bill offers valuable resources for our Nation's seniors, one area where I believe we can continue to make strides is in capitalizing on the experience older Americans can share with their communities. I have introduced legislation to establish a "Silver Scholarship" program—H.R. 5275—based on President Bush's 2001 proposal to reward seniors for their volunteer service. The Silver Scholarship program would provide an educational award to any senior, age 55 and older, who dedicates a set number of hours each year to volunteering in their communities. The educational award, or "Silver Scholarship," would be fully transferable to a family member or any other deserving individual to help them pursue postsecondary education.

The first of the 77 million baby boomers turn 60 this year. This new "senior" population is the largest, healthiest, best educated population of older Americans in our history. Baby boomers are pioneers in a new stage spanning the decades between middle and late life, and represent an extraordinary pool of social and human capital. This initiative would foster senior service and invest in the education of the next generation of America's workforce.

While I understand this provision was not included in the reported version of H.R. 5293, I look forward to working with my colleagues as the process moves forward in the hopes that this worthy bipartisan initiative be promoted through our efforts.

RECOGNIZING JUSTIN SMITH FOR ACHIEVING THE RANK OF EAGLE SCOUT

HON. SAM GRAVES

OF MISSOURI

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 28, 2006

Mr. GRAVES. Mr. Speaker, I proudly pause to recognize Justin Smith, a very special young man who has exemplified the finest qualities of citizenship and leadership by taking an active part in the Boy Scouts of America, Troop 98, and in earning the most prestigious award of Eagle Scout.

Justin has been very active with his troop, participating in many scout activities. Over the many years Justin has been involved with scouting, he has not only earned numerous merit badges, but also the respect of his family, peers, and community.

Mr. Speaker, I proudly ask you to join me in commending Justin Smith for his accomplishments with the Boy Scouts of America and for his efforts put forth in achieving the highest distinction of Eagle Scout.

CONGRATULATIONS TO RYAN MILLER

HON. JAMES P. MORAN

OF VIRGINIA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 28, 2006

Mr. MORAN of Virginia. Mr. Speaker, I rise today to congratulate Mr. Ryan Miller of Arlington, Virginia, on being awarded the Air Force Association's DW Steele Chapter "Teacher of the Year Award."

Mr. Miller teaches Astronomy and International Baccalaureate-level Environmental

Science at Washington-Lee High School in Arlington. Mr. Miller opens up the often demanding field of math and the sciences through his challenging, but innovative, lab experiments and lessons. Furthermore, his expertise and exuberance for science has significantly contributed to an improved curriculum for Earth and Space Sciences, as well as the enrollment of more students into his science classes. Also as part of his responsibilities, Mr. Miller assists students in science fair competitions at Washington-Lee and in regional competitions.

Ryan's selfless dedication to public service plays a significant role in shaping our future economy. The United States is facing increasing competition in the workplace from foreign nations that are investing heavily in math and science studies. Science and technology related jobs are among the fastest growing fields in our economy, and studies have indicated that our Nation is falling behind compared to the investment of foreign nations. Mr. Miller's use of the latest technology available to students, his interesting and motivating experiences, and his passion for science have genuinely assisted in helping our Nation narrow this gap.

When he is not dedicating his time to improving the minds of his students, Mr. Miller is spending his spare time on his own education. He is currently enrolled at George Washington University, taking classes for his doctorate in Curriculum and Instruction.

Mr. Miller is truly an asset to the students he inspires and the lives he shapes in the 8th District of Virginia. I congratulate him on being awarded this great honor.

TRIBUTE TO REV. THOMAS BYRON COLLINS

HON. HENRY CUELLAR

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 28, 2006

Mr. CUELLAR. Mr. Speaker, I rise today to honor Rev. Thomas Byron Collins, who recently passed away on June 17, 2006. He was an instrumental part of Georgetown University, and was involved in a number of projects that helped raise the fundraising prowess of the university in securing funds for campus projects.

Father Byron Collins was born in the town of Bradford in the State of Pennsylvania on August 16, 1920. He attended Holy Cross College in Worcester, Massachusetts, until the death of his father in 1938. He then returned back to Bradford where he entered the Society of Jesus at the Novitiate of St. Isaac Jogues in Wernersville, Pennsylvania. This was the start of a lifetime service as a Jesuit priest. Father Collins was appointed to Georgetown University in 1954, and in his first five years, he was the plant administrator, which included responsibility for construction on three campuses of the university. His ability in securing funds for these important projects and seeing them through was legendary. He was then appointed vice-president for business management in 1959. Georgetown University in the next 15 years saw an unprecedented rise in various campus construction projects than it had in the previous years. Georgetown became a pioneer among institutions of high